DOCUMENT RESUME

ED 476 319 CE 084 934

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TITLE Adult Literacy, Learning Disabilities, and Technology: An Annotated Bibliography.

INSTITUTION Centre for Literacy, Montreal (Quebec).

SPONS AGENCY Human Resources Development Canada, Hull (Quebec). National Literacy Secretariat.

ISBN ISBN-0-9689593-2-6

PUB DATE 2001-00-00

NOTE 27p.; Publication costs funded by Canada Post. Bibliography produced in conjunction with the Centre's 2000 Summer Institute on Adult Literacy, Learning Disabilities and Technology.

AVAILABLE FROM For full text: http://www.nald.ca/province/que/litcent/Publication_Products/tech ld/cover.htm.

PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS

DESCRIPTORS Adult Education; *Adult Learning; *Adult Literacy; Adult Students; *Assistive Technology; Computer Uses in Education; Delivery Systems; Dyslexia; Educational Technology; Foreign Countries; Instructional Design; *Learning Disabilities; Lifelong Learning; *Literacy Education; Media Selection; Multimedia Instruction; Special Needs Students; *Technology Uses in Education

IDENTIFIERS *Canada; United Kingdom; United States

ABSTRACT

This document presents a total of 48 references and annotations of works published after 1995 that are in some way related to the topic of adult literacy, learning disabilities, and technology. The first part of the document presents annotations of 30 online articles, journal articles, books, and book articles devoted to the following topics: advocacy; assistive technologies; educational strategies; national strategies; research; resources; and technology planning. Selected topics covered in the publications listed are as follows: existing and future assistive technologies; insights on dyslexia for literacy educators; identifying and teaching adults with learning disabilities; using information and learning technology to meet individual learners' needs; national strategies for improving adult literacy and numeracy skills; assistive technology for postsecondary students with learning disabilities; transforming local programs into national systems; mainstreaming marginalized learners; designing multimedia learning systems for adult learners; using technology to empower teaching and learning in adult literacy, language, and lifelong education; and guidelines for choosing and using technology for adult learning. The second section presents annotations of 18 World Wide Web sites of organizations in Canada, the United Kingdom, and the United States that are concerned with using technology to meet the literacy needs of adults with learning disabilities. (MN)

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Adult Literacy, Learning Disabilities, and Technology: An annotated bibliography

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The Centre for Literacy

Adult Literacy, Learning Disabilities, and Technology: An annotated bibliography

A grant received from Canada Post was used to cover the costs of publication.

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ISBN 0-9689593-2-6

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Acknowledgments

The research and writing of the annotations were carried out by Jean Williams, BScN, RN, MLIS. Jean is a psychiatric nurse in Montreal with an ongoing interest in health science librarianship, and expertise in consumer health information.

The articles were found through online searches of the following sources:

- Education Resources Information Center (ERIC) database
- PsychInfo database
- Web sites of recognized organizations in Canada, the U.K., and the United States.

The following terms were used in searching: *adults; adult literacy; adult students; assistive technolog(y)(ies); computers; dyslexia; educational needs; educational strategies; educational technology; ICT; IT; learning difficulties; learning disabilities; technology.*

The following scholarly journals were searched by hand:

- *Learning Disability Quarterly*
- *Journal of Learning Disabilities*, 1996-2001
- *Adult Learning*, 1998-2000

We concentrated on finding materials published since 1995; a majority of the selected titles are available online. In addition to articles and online documents, we have included several pertinent book chapters. We have also included some entries that do not refer specifically to learning disabilities, but where a meaningful connection could be made.

Claire Elliott, librarian at The Centre for Literacy, created and assigned subject headings, and formatted the final document for publication. Centre staff proofread the document.

This project is one component of our 2000-01 Publications Project funded by the National Literacy Secretariat, Human Resources Development Canada. It was done in conjunction with our 2000 Summer Institute on Adult Literacy, Learning Disabilities and Technology.

The printing of the bibliography was funded by a grant from Canada Post.

The Centre for Literacy gratefully acknowledges the collaboration that made this publication possible. We ask anyone who cites this document or adds entries to please acknowledge us and share a copy at the address below:

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Dr. Linda Shohet
Director
September 2001

The Centre for Literacy of Québec, 2001

Preface

How many adults with literacy problems actually have learning disabilities (LD)? Do most adults with severe literacy problems actually have a learning disability? What data exist to support the claims? How is LD being defined? Is the label overused? Is social/economic disadvantage misinterpreted as LD?

What technologies and software exist to accommodate various disabilities? What can technology offer specifically to the learning disabled? How can technologies developed for specific disabilities be adapted for others?

The 2001 Summer Institute at the Centre for Literacy posed these and other questions about adults and learning disabilities.

This bibliography was intended to provide some context for the discussions. The search reinforced the sense of ambiguity surrounding the topic. Terminology and concepts differed from one country to another, even in the English-speaking world. We never got around to a thorough exploration of the cultural dimensions of learning disabilities. However, we do want to share the collected annotations in the hope that they will seed further searches and lead to some common understanding of the ways that literacy and learning disabilities may or may not related.

Note on style
We have retained original spellings from all the articles, whether Canadian, American or British, so the same words may be spelled differently in different annotations.

On a similar note, the terms 'learning difficulties', 'ICT' and 'IT' - as distinct from "learning disabilities," "assistive technolgies," etc. - were identified as important terms to use when identifying relevant materials in the U.K.

How to use this bibliography
The articles in this bibliography are grouped by subject, and listed alphabetically by author within each subject category. In the few instances where articles are related, *See also* references with page numbers are provided. Web sites are listed at the end of the document.

Advocacy *Online Article*

Lawson, L. (2001, January). **Skills for life: Statement on the national strategy for improving adult literacy and numeracy skills: Response from the Learning and Skills Development Agency.** Retrieved May 25, 2001, from the Learning and Skills Development Agency (Publications) Web site: http://www.lsagency.org.uk/PDF/skillsforlife.pdf.

This response to the U.K. strategy statement Skills for Life (http://www.dfee.gov.uk/readwriteplus/news/strategy/index.shtml) commends the government for certain initiatives and funding provisions but points out that little mention is made of the Freedom to Learn report and the need for separate strategy, technology and curriculum statements to meet the specific needs of adults with learning difficulties and disabilities.

34 p

See also: DfEE, 2001 (p. 8); Moser, 1999 (p. 9); NIACE, 1999 (p. 1); and Working Group, 2000 (p. 2).

Advocacy *Online Article*

National Institute of Adult Continuing Education (NIACE). (1999, December). **Adult basic skills for students with learning difficulties and/or disabilities**. Retrieved May 17, 2001 from the National Institute of Adult Continuing Education (NIACE) Web site: http://www.niace.org.uk/organisation/advocacy/Moser/Default.htm

This article summarizes the status of basic skills provision for people with learning disabilities in the U.K., and offers recommendations for action, based on evidence from Local Education Authorities, self-advocacy groups and key organisations for the Moser Sub-Group.

3 p

See also: DfEE, 2001 (p. 8); Lawson, 2001 (p. 1); Moser, 1999 (p. 9); and Working Group, 2000 (p. 2).

Advocacy *Online Article*

Working group looking into the basic skills needs of adults with learning difficulties and disabilities. (2000, May). **Freedom to learn: Basic skills for learners with learning difficulties and/or disabilities.** Retrieved May 30, 2001, from the Lifelong Learning (Basic Skills) Web site: http://www.lifelonglearning.co.uk/freedomtolearn/index.htm.

Established to respond to the call by Sir Claus Moser for "a special study" on the needs of this adult population in the U.K., this group concludes that the findings in 'A Fresh Start' are applicable if certain conditions are met around such issues as entitlement, access and standards. Recommendations for people with dyslexia and with other learning disabilities included mention of multi-sensory resources, photocopying/enlarging facilities and ICT.

8 p

See also: DfEE, 2001 (p. 8); Lawson, 2001 (p. 1); Moser, 1999 (p. 9); and NIACE, 1999 (p. 1).

Assistive Technologies *Journal Article*

Bryant, B.R. (Ed.). (1998, Jan/Feb). **Assistive technology: An introduction**. Journal of Learning Disabilities 31(1), 2-3.

This introduction, to a "Special Series" of articles in the same journal, emphasizes the fact that AT has been shown by the author to be effective for persons with LD. Barriers to the access to, and use of, AT devices and services that were elicited through public hearings are described in relation to school children. Brief introductions are given to the 6 papers in the series.

2 p

Assistive Technologies *Journal Article*

Day, S.L. & Edwards, B.J. (1996). **Assistive technology for postsecondary students with learning disabilities.** Journal of Learning Disabilities 29(5), 486-492. Retrieved June 6, 2001, from the LDOnline Web site: http://www.ldonline.org/ld_indepth/technology/postsecondary_tech.html

This article discusses how assistive technology facilitates learning and lists the types appropriate for adult learners. Legislation, training of teachers, selection of devices and several issues around the use of technology with post-secondary students are covered.

11 p

Assistive Technologies *Journal Article*

Lewis, R.B. (1998, Jan/Feb). **Assistive technology and learning disabilities: Today's realities and tomorrow's promises**. Journal of Learning Disabilities 31(1), 16-26, 54.

This survey article presents a model for conceptualizing AT in terms of the types of barriers it helps people overcome. Reviews of some current technologies, such as word processing, computer-based reading instruction, and interactive math programs, are given. Future successes depend on access as well as ease of use, and of incorporating new technologies as they emerge.

12 p

Assistive Technologies *Book Article*

Raskind, M.H. (1998). **Literacy for adults with learning disabilities through assistive technology**. In S.A. Vogel & S. Reder (Eds.), Learning disabilities, literacy and adult education (pp. 253-270). Paul H. Brooks: Baltimore.

After describing the instructional and compensatory approaches to adults with learning difficulties, and defining 'assistive technologies', the author outlines research findings related to the following technologies: optical character recognition (OCR)/ speech synthesis; speech synthesis/screen review; speech recognition technology; and word processors and spell checkers. Descriptions of various available technologies are provided under the following headings: written language; reading; listening; organization/memory, and math. The cost and availability of assistive technologies are discussed, as well as selecting the appropriate technology and learning how to use it.

17 p

Assistive Technologies *Online Article*

Rivière, A. (1996, Summer). **Assistive technology: Meeting the needs of adults with learning disabilities**. Retrieved April 20, 2001, from the National Adult Literacy and Learning Disabilities Center Web site: http://www.ldonline.org/ld_indepth/technology/nalldc_guide.html#

An employer or teacher choosing technologies to assist a learning disabled adult must assess the individual, the function to be performed, and the context within which the technology will be applied. The article describes 'assistive technology accommodations' to support adults with the following disabilities: organization, visual processing, math, reading and written language. The tools range from list-making through software for outlining written material. The author includes addresses and telephone numbers for a number of organizations.

11 p

Assistive Technologies *Online Article*

Taking the mystery out of assistive technology. Retrieved June 6, 2001, from the LDOnline Web site: http://www.ldonline.org/ld_indepth/technology/tfl_mystery.html.

This article is reprinted from Learning disabilities and assistive technology: an emerging way to touch the future (a guide available from Tools for Life site). It answers the question: why should persons with LD consider using assistive technology? Myths, realities and action steps are clearly outlined on the easy-to-read, 'Bobby-approved' website. Although directed toward adult learners, this article is of use to professionals as well.

10 p

Educational Strategies *Journal Article*

Herrington, M. (2001). **Dyslexia: The continuing exploration. Insights for literacy educators**. RaPAL Bulletin 44, 1-15.

All literacy educators should be prepared to work with dyslexic people and be trained to assess, with each post 16 individual, his or her needs and strengths. In the classic tradition, dyslexia is understood as a neurological disorder with associated deficits and literacy behaviors. A newer tradition views dyslexia as a different thinking/learning style often associated with enriched visual, spatial and global thinking skills. Social context, I.Q. and academic literacies are discussed. Research evidence is presented. The vivid descriptions of the literacy process as experienced by adult students may lead to insights helpful to educators, policy makers and other dyslexic individuals. No discussion of technology. [References, including forthcoming publications].

15 p

Educational Strategies *Online Article*

Kerka, S. (1998). **Adults with learning disabilities. ERIC Digest No. 189.** Retrieved April 20, 2001, from the ERIC Clearinghouse on Adult, Career and Vocational Education Web site: http://ericacve.org/docgen.asp?tbl=digests&ID=42.

This ERIC digest reviews the varying definitions of learning disabilities, outlines the conditions for successful adjustment of adults with learning disabilities and expands on the three categories of assistance necessary: psychosocial, technological and educational. Examples of assistive technology, which "has great potential", are listed and include: beepers, digital watches, FM amplification devices, computer-aided real time translation, videotapes with closed captioning, books on disk, scanners with speech synthesizers that read back text, abbreviation expanders, brainstorming/outlining software and distance learning networks.[References]

6 p

Educational Strategies *Binder*

Learning Disabilities Association of Canada. (1999). **Destination literacy: identifying and teaching adults with learning disabilities.** Ottawa, Ontario: Learning Disabilities Association of Canada.

This binder is divided into 4 parts: (1) introduction; (2) screening and academic assessment of adults at risk for learning disabilities; (3) teaching strategies for adults with learning disabilities; (4) lesson ideas. The chapters on skill-building strategies and accommodation strategies include suggestions for assistive technologies for both teachers and learners. [Resources]

286 p

Educational Strategies *Book*

McKeown, S. (1997) **Supporting the learner: Introducing ILT issues and teaching strategies to meet individual needs**. Further Education Development Agency (FEDA): London, UK.

This brief guide reviews the use of information and learning technology (ILT) to improve the literacy of adult learners with various disabilities. Technologies such as predictive word processors, spellcheckers, thesauri and CDs with voice-over explanations are discussed. General and specialized software and hardware are described, as are websites for disability information and for reluctant readers. Case studies include one involving Learning Services students, ages 16-70+, in authoring in multimedia. [Resources, organizations].

34 p

Educational Strategies *Book Article*

Rosen, D.J. (2000). **Using electronic technology in adult literacy education**. In J. Comings, B. Garner & C. Smith (Eds.) The annual review of adult learning and literacy: A project of The National Center for Adult Learning and Literacy (pp. 304-315). Jossey-Bass: San Francisco.

The focus of the chapter is on computers, the Internet (including the World Wide Web), and, briefly, broadcast and recorded video technologies. Two approaches to using technology for learning and teaching are described: instructivist (e.g. computer-aided instruction) and constructivist (project-based, inquiry learning). Examples of technology products and programs are given and the lack of research on the effectiveness of technology in education is emphasized. No discussion of learning disabilities.
[References, resources].

11 p

National Strategies *Online Article*

Sticht, T. (2001). **Reforming adult literacy education: Transforming local programs into national systems in Canada, the United Kingdom & the United States**. Retrieved April 20, 2001, from the National Adult Literacy Database (Full Text Documents) Web site: http://www.nald.ca/fulltext/sticht/reformin/cover.htm.

This brief paper reports on activities undertaken in Canada, the U.K. and the U.S. to expand local programs into free, national adult basic education systems. The provision of such programs, issues surrounding levels of need and access, as well as the nature and quality, and final accountability for programs are discussed. The many uses and importance of information and communication technology (ICT) are mentioned, though the terms "adults with learning disabilities" and/or "difficulties" are not used. [References]

14 p

National Strategies - U.K. *Online Article*

Department for Education and Employment. (2001, March). **Skills for life: The national strategy for improving adult literacy and numeracy skills**. Retrieved June 6, 2001, from the Learning and Skills Development Agengy Web site: http://www.lsagency.org.uk/PDF/BriefingPaper14.pdf.

This summary of the final strategy document of the U.K. government outlines the challenge and strategy, the groups targeted, and the means of delivering higher standards. Technology is only briefly mentioned in the summary but can be found in several areas of the longer report. Adults with learning disabilities/difficulties are specifically addressed in the full-text strategy. [References, web site resources in full report].

9 p

See also: Lawson, 2001 (p. 1); Moser, 1999 (p. 9); NIACE, 1999 (p. 1); and Working Group, 2000 (p. 2).

National Strategies - U.K. *Online Article*

Moser, Sir Claus. (1999). **Improving literacy and numeracy: A fresh start**. Retrieved May 15, 2001, from the Lifelong Learning (Basic Skills) Web site: http://www.lifelonglearning.co.uk/mosergroup/index.htm.

This report reinforces the need for a crusade, in England, to improve the basic skills of millions of adults. The use of ICT is recommended. It is important to note that the limitations, outlined in the Foreword, include the fact that the report has not been able to consider "the special needs of adults with learning disabilities who wish to improve their basic skills." A special study is called for. Few other literacy papers or reports make this distinction.

13 p

See also: DfEE, 2001 (p. 8); Lawson, 2001 (p. 1); NIACE, 1999 (p. 1); and Working Group, 2000 (p. 2).

National Strategies - U.S.A. *Online Article*

National Literacy Summit Initiative. (2000). **From the margins to the mainstream: An action agenda for literacy**. Retrieved May 20, 2001, from the National Literacy Summit Initiative Web site: http://www.nationalliteracysummit.org.

This U.S. report on adult literacy synthesizes recommendations made to the National Literacy Summit 2000 Steering Committee at one major summit meeting and over twenty-five meetings nationwide. Referred to as the 'Action Agenda,' it outlines the outcomes desired and the specific actions necessary to meet the three key priorities: quality services for adult students, ease of access for those students; and sufficient resources to support quality and access. Technology increases the need for greater literacy and, at the same time, provides tools to facilitate its development. The issues of learning disabilities and of the literacy needs of older adults are discussed.

16 p

See also: PBS LiteracyLink, 2001 (p. 15).

Research *Online Article*

Brooks, G., Giles, K., Harman, J., Kendall, S., Rees, F. & Whittaker, S. (2001, January). **Assembling the fragments: A review of the research on adult basic skills**. Retrieved April 20, 2001, from the Department for Education and Employment (Publications: Research Publications) Web site: http://www.dfee.gov.uk/research/re_20.cfm.

The research brief provides the key findings of the review on literacy, numeracy, oracy, ESOL, and the use of Information and Communications Technology (ICT) to teach basic skills to adults, 18+. There is no reference in the brief to adults with learning disabilities. Contact information needed to obtain the full report is provided.

5 p

Research *Online Article*

Sabatini, J. & Ginsburg, L. (1998). **Instructional technology utilization survey of mid-western adult literacy programs**. Retrieved June 6, 2001, from the LITERACY.org: National Center on Adult Literacy Web site: http://www.literacyonline.org/NCRTECSVY/ncrel1.html.

This article reports the results of a survey completed in 1997, in which responses from 154 programs, serving 71,500 adult students from 8 different states, were analyzed and compared. About 11,000 were Adult Basic Education (ABE) students. There is no reference to learning disabilities. Key findings are reported in the areas of: software use; computer usage by teachers and students; inventory of available computer technology; networking and telecommunications; funding and finances; and needs assessment. Hardware and software reviews were deemed the most useful forms of assistance. [Survey questionnaire included].

32 p

Research *Online Article*

Sabatini, J.P. (2001, March). **Designing multimedia learning systems for adult learners: Basic skills with a workforce emphasis.** Retrieved May 20, 2001, from the LITERACY.org: National Center on Adult Literacy Web site: http://litserver.literacy.upenn.edu/products/ncal/pdf/WP0001.pdf

This working paper reviews the process and findings around the design of the LiteracyLink Workplace Essential Skills (WES) learning system; the formative evaluation was conducted by the Institute for Social research in the fall of 1998. Content includes: the application of adult learning theory to the design of technological learning systems; the design features in the WES system; and the benefits and challenges for learners and teachers. One mention is made of adults with reading disabilities (p.13).

19 p

Research - U.K. *Online Article*

Faraday, S. & Maudslay, L. (1999). **Pathways to competence: Basic skills for people with learning difficulties and/or disabilities.** Retrieved May 20, 2001, from the Learning and Skills Development Agency (Publications) Web site: http://www.lsagency.org.uk/PDF/1999013.pdf.

This report was compiled from focus groups, workshops and submissions of adults with learning difficulties, and basic skills practitioners who work with them. Communication is listed as the key skill. The terms "key skills" and "basic skills", and the standards for them, should be interchangeable. Technology (IT) is included in discussions of: the quality of learning materials; the needs and wishes of learners, trainers and teachers; and the recommendations.

12 p

Research - U.S.A. ***Online Article***

National Institute for Literacy. (1998). **Disability and literacy: How disability issues are addressed in adult basic education programs**. Retrieved June 6, 2001, from the National Institute for Literacy Web site: http://www.nifl.gov/LD/disabliter.htm.

This report presents the findings of a national focus group. One key finding was that "...[m]eeting the needs of persons with learning disabilities (LD) is perceived to be more problematic than addressing the access needs of persons with physical disabilities." Technology is only briefly mentioned three times, though there are many references to providing 'accommodations'. Leadership and commitment at the state level are found to be missing.

22 p

Resources ***Online Article***

British Educational Communications and Information agency (BECTa). (2000, July). **Information sheet on dyslexia and ICT**. Retrieved May 20, 2001, from the BECTa (Advice and Information) Web site: http://www.becta.org.uk/technology/infosheets/html/dyslexia.html

This information sheet provides an introduction to the increasing use of information and communications technology (ICT) for learners with the specific learning disability, dyslexia. Types of ICT that can help include: cloze procedures, planning tools, speech reproduction and synthesis, spell checkers, glossaries, thesauri, visual display customization, and word processors particularly predictive word processors. Three areas where ICT can help: supporting effective learning; providing specific techniques to help with specific problems; and enabling specific skills training. No distinction is made between differing needs of adult and child learners. [Resources, references].

8 p

Resources *Online Article*

British Educational Communications and Information agency (BECTa). (2000, July). **Information sheet on learning difficulties and ICT**. Retrieved May 20, 2001, from the BECTa (Advice and Information) Web site: http://www.becta.org.uk/technology/infosheets/html/learningdiffs.html

This information sheet provides an introduction to the increasing use of information and communications technology (ICT) for those with learning difficulties (LD). Though the focus is on children, the paper has been included as one of three BECTa information sheets on ICT. Descriptions are given for the levels of impairment suffered and the types of ICT that may be helpful. [Resources]

6 p

Resources *Online Article*

British Educational Communications and Information agency (BECTa). (2000, July). **Information sheet on special needs and ICT**. Retrieved May 20, 2001, from the BECTa (Advice and Information) Web site: http://www.becta.org.uk/technology/infosheets/html/senict.html

This information sheet provides an introduction to the increasing use of information and communications technology (ICT) for learners with special educational needs (SEN). Although emphasizing physical disabilities and children, some resources useful for those with learning disabilities are included and much of the information is applicable to learners of any age. The resource section is rich and includes, with web sites (primarily U.K.), hardware and software sources, publications and organizations.

19 p

Technology Planning *Online Article*

Elmore, J. (1997). **Adult literacy, technology and public policy: An analysis of the southeastern United States region**. Retrieved April 20, 2001, from the LITERACY.org: National Center on Adult Literacy Web site: http://litserver.literacy.upenn.edu/seirtec/Seirtec1.htm

This report identifies, for policymakers, how states in one region of the U.S. are planning for, funding and using technology in various adult learning contexts. Semi-structured interviews are conducted around the following issues: access, technical assistance, community involvement, professional staff development, selecting web tools, and developing and disseminating resource materials. Recommendations focus on state-level policies, partnerships, inexpensive resources and use of the web. There is no discussion of learning disabilities. [Interview questions; notable initiatives].

17 p

Technology Planning *Online Article*

Hopey, C.E. (Ed.). (1998). **Technology, basic skills, and adult education: Getting ready and moving forward**. Retrieved May 20, 2001, from ERIC Clearinghouse on Adult, Career, and Vocational Education (Major Publications) Web site: http://ericacve.org/majorpubs2.asp?ID=9

This monograph of 11 chapters is divided into two sections: (1) getting ready - to plan and fund the integration of technology into adult education; and (2) moving forward - the relationship between technology and adult learning theory; uses of technology in adult education; and examples of distance learning, Internet use and policy issues. This paper makes few, if any, references to adults with learning disabilities. Chapter authors include: Lynda Ginsburg, Regie Stites, John Sabatini and David Rosen, among others.[Resources, web sites, references]

121 p

Technology Planning *Online Article*

PBS LiteracyLink (2001, February). **Technology - how it can empower teaching and learning in adult literacy, language, and lifelong education in the 21st century**. Retrieved May 20, 2001, from the National Literacy Summit Initiative Web site (Background Documents): http://www.nationalliteracysummit.org.

Commissioned by the National Institute for Literacy, this report addresses the use of technology to improve the quality of content and access to training and resources for adult learners, including those with learning disabilities. Following the model of the 'Action Agenda' (2000), this report outlines desired outcomes and specific action steps for, first, emerging and new technologies and, then, for better preparation for and use of current technologies. Necessary policy-making, staff development and the use of libraries and mass media are included.

See also: National Literacy Summit Initiative, 2000 (p. 9).

11 p

Technology Planning *Online Article*

Stites, R., Hopey, C., & Ginsburg, L. (1998). **Assessing Lifelong Learning Technology (ALL-Tech): A guide for choosing and using technology for adult learning.** Retrieved May 20, 2001, from the LITERACY.org: National Center on Adult Literacy Web site: http://literacyonline.org/products/ncal/pdf/PG9801.pdf.

This report describes the way adults learn and how technology can help those with low-literacy skills. It builds on the evaluation of technology effectiveness outlined in the report about K-12 learners, Plugging In: choosing and using educational technology. Forms and instructions for using indicators of engaged learning and high performance technology are included. There is no use of the terms "learning disabilities" or "learning difficulties" but frequent references are made to adults lacking basic language and literacy skills. [References].

26 p

Web sites

Alliance for Technology Access. **Connecting children & adults with disabilities to technology tools**.

http://ataccess.org/

The Alliance for Technology Access (ATA) is a network of community-based U.S. resource centers, developers and vendors. The technology needs of adults with LD and their teachers are a small part of this broad site.

Centre AlphaPlus Centre

http://alphaplus.ca/mainframe.htm

The Centre AlphaPlus Centre (based in Ontario) is focused on adult literacy and second language acquisition. The AlphaPlus Index to Web resources - including print, audiovisual materials, and software - can be searched by subject terms (e.g. learning disabilities, technology) or by subject keyword.

ERIC Clearinghouse: Adult, Career and Vocational Education. **Practice Application Brief No. 2: Using Technologies Effectively in Adult and Vocational Education**

http://ericacve.org/docs/pab00011.htm

A Practice Application brief from ERIC Clearinghouse: Adult , Career and Vocational Education. Using technologies effectively in adult and vocational education (1999). General. No LD.

Web sites

International Literacy Institute (ILI); University of Pennsylvania/Graduate School of Education. **Bridges to the Future Initiative.**

http://literacy.org/bfi_ili/index.html

The first phase of the Bridges to the Future Initiative (BFI) is the development of tools to raise levels of literacy and basic education through teacher training in selected countries. No LD.

International Literacy Institute (ILI); University of Pennsylvania/Graduate School of Education. **LITERACY.org.**

http://literacyonline.org/ask/techplan_web.html

Recommended websites and full-text publications for technology planning

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Learning and Skills Development Agency

http://www.lsagency.org.uk/home.asp

Home page for the Learning and Skills Development Agency (U.K.) with links to research projects and full text publications.

Learning and Skills Development Agency (LSAgency). **Learning Technologies.**

http://www.learningtechnologies.ac.uk/

A U.K. policy and procedure resource for the education and training of those over 16. The Agency was previously known as the Further Education Development Agency (FEDA).

Web sites

Movement for Canadian Literacy. **Recommended Sites.**

http://www.literacy.ca/sites.htm

From the Movement for Canadian Literacy (MCL), these are annotated Canadian literacy sites including some not found on other lists.

National Adult Literacy Database (NALD)

http://www.nald.ca

NALD is a federally incorporated, non-profit service organization which acts as a comprehensive, up-to-date, easily accessible, single-source database of adult literacy programs, resources, services and activities across Canada. It also links with other services and databases in North America and overseas.

National Institute for Literacy (NIFL). **Adult Literacy & Technology Network: National Institute for Literacy Special Collections: Technology Training Special Collection.**

http://www.altn.org/techtraining/index.html

This NIFL Special Collection site provides links to full-text materials (2001) of interest to teachers and administrators of literacy programs for adults. Topics include: technology integration; software evaluation and standards for developing multimedia learning modules.

National Institute for Literacy (NIFL)

http://www.nifl.gov

The National Institute for Literacy (NIFL) is an independent, U.S. federal organization working to build a strong, unified system for adult literacy.

Web sites

National Institute for Literacy (NIFL). **National Lincs: A Service of the National Institute for Literacy: Technology & Literacy Discussion List.**

http://www.nifl.gov/lincs/discussions/nifl-technology/technology_literacy.html

The NIFL Technology and Literacy Online Discussion List. 1997-present. Browseable.

PBS; National Center on Adult Literacy; The Kentucky Network; Kentucky Department of Education. **PBS Literacy Link: Building the Basics for Lifelong Learning.**

http://www.pbs.org/literacy/index.html

Since 1996, PBS Literacy Link has responded to U.S. demand for basic skills training by developing an integrated instructional system of video and online computer technology to assist adult students in advancing their GED and workplace skills.

Roads to Learning: The Public Libraries' Learning Disabilities Initiative. **Internet Resources for Learning Disabilities and Related Topics, June 2001**

http://www.ala.org/roads/current_web_resources.pdf

Contains two pages of sites on LD and ADD, all briefly annotated.

Roads to Learning: The Public Libraries' Learning Disabilities Initiative. **Roads to Learning Resource Packet.**

http://www.ala.org/roads/packet.html

PDF version of the annually updated Roads to Learning resource packet. Includes definitions, tips and resource lists for librarians, and names of important organizations.

Web sites

Scottish Executive: Enterprise and Lifelong Learning Department (ELLD). **Adult Literacy and Numeracy in Scotland.**

http://www.scotland.gov.uk/who/elld/alt_resources.asp

This site, maintained by the Executive of the Government of Scotland, provides links to annotated adult literacy web sites from Australia, Canada, Eire, the U.S. and the U.K., as well as links to international and U.K. reports. No LD focus.

U.K. Department for Education and Skills. **Lifelong Learning.**

http://www.lifelonglearning.co.uk/

A general Web site about adult learning, with links to full-text publications. No focus on LD.

U.K. Department of Education and Skills. **Read Write Plus: Key Documents.**

http://www.dfes.gov.uk/readwriteplus/Key_Documents

Co-ordinates the efforts to raise literacy and numeracy levels in England. These are recent key documents.

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